Interference of Regional Languages Phonology in Indian English Learners

N.Shantha Naik

Interference of Regional language phonology in Indian English learners is a book enlightens the reader in linguistic area. Mother tongue influence is always find in learning second language. All structural systems are fixed in the mind of the speakers. The present book is based on the pure research and field work. English language is completely different from Indian Languages. Indian languages are phonocentric, how we write, where as English is completely different. Many words are different in writing and in pronunciation. This confusion leads hindrance in learner. As global language and market language English receives thousands of new words and make them as its own. Indian writer has problem of pronunciation of French, German, Latin, Greek words. The word 'colonel' is most confusing one. We write hour pronounce [our] there is no logical connectivity between writing and pronunciation. Rural Indian students, Indian downtrodden students has problems in learning English. This work is really a good citation to the research scholars who are working in English linguistics and Indian languages too.

Language and linguistics are the two areas where extensive work is going on learning languages in natural phenomenon in human beings, because he has ability to learn any language at any point of time. Language is seen a media that he can convey all his feelings and emotions. Learning language also is a process, it is a pain staking continuous process which needs a continuous competence.

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SARUP BOOK PUBLISHERS PVT. LTD.
NEW DELHI - 110002

Published by
SARUP BOOK PUBLISHERS PVT. LTD.
4740/23, Ansari Road
Darya Ganj, New Delhi-110002
Tel.: 23281029, 23244664, 41010989
Fax: 011-23277098
E-mail: sarupandsonsin@hotmail.com.

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© Author
1st Published 2012
ISBN–978-81-7625-843-2

Printed in India
Published by Prabhat Kumar Sharma
for Sarup Book Publishers Pvt. Ltd.
Laser Typesetting at Chitra Computers and
Printed at Mehra Offset Printers, Delhi

Preface

English is an important language in global market. It is a hot currency in today's world, because the global market net work coming forward to expand their business. In India English learning and English speaking is a mark of elitism. Many Indian thinkers were knowing the importance of English language and they encouraged British education system in India instead of the same gurukul system. When British colonial rulers were ruling in India they witnessed Indian schools and Gurukula system of education, what was the syllabus? Who were the teachers and who were the deciples learning over there? These were the questions arised in their mind. Except Brahmins no one has a guts to go to school. What was the syllabus enchanting veda's, mantras etc. the Brahmins strictly believed in Manu's Hindu Dhamashastra. If a shudra or ati shudra hear the snaskrit sloka's enchanted by the teacher, mercury must be poured into his ears. If he witness the guru who was teaching Sanskrit his eyes must be removed. In case he tries to utter Sanskrit sloka's his tongue must be cut off. In such hindrance could it possible to learn letters. When Joytiba Phule went school, sacred Brahmins complained that: O! my God, a shudra boy is going to the school certainly his fore-fathers will be sent to the hell. They won't get salvation: Phule, you must stop sending your son to the school. Young Phule revolted against the tradition and gain the literary knowledge so that he could liberate from the sackles of the worst situation of Hindus society. What happend to Dr. B.R. Ambedkar? Was it easy to learn a mahar ati shudra in the school. Where Brahmins

and others upper cast land lord's were the teachers. He sat on the floor, in the corner where no one sapouse to sit. Only countable people started the journey of education in the beginning. British scholars and thinkers had an intension to introduce their mother tongue as medium of instruction. But those who are unaware of the term education can cope up with that language which is not their mother tongue. Dr. S. Radhakrishnan's commission recommended English education. Raja Ram Mohan Roy was very much fond of English language and supported the pro-English education in India. Initially Gandhi opposed this view of Indian scholars to learn English later on he himself agreed that English is a language of necessity. From Kanya Kumari to Kashmir India in submerged with variety of differences and options. The Geographical, climatic food habit, temperament, thinking, taste enormous number of issues raises in the minds of Indians. Why 1857 sepoy mutiny was failed. Because of the communication. Today our Technocrats are scattered allover the world. India is open market to human resources. The fertile brain of Indians can do miracle in the world. Most of multinational companies looking towards Indian computer engineers to join them. Today the rural Indians who are farmers, agriculture labours, masions, road construction workers wanted to see their children to becoming sahibs and babus in big offices. Some of the money minded people encash the opportunity to mislead them. English convent are raised like mushroom in every alternate big villages in India. But the real problem is untrained english teachers who know English letters and interacts but unaware of the language and its structure. As I was the student of Vth standard English teacher taught English alphabets. I had already learnt my mother tongue Kannada without any case. Naturally mother tongue influenced and intervene in my learning English. In Vth only alphabets, words not more than that.

Cat, man, bat, rat, this and that. We were wonder struck when our English teacher pronounce these words correctly. We had a opinion that master knows good English.

In VI standard simple sentences, lessons, grammer etc. VII God knows what was the syllabus. In such case how could one learn good English. Phonology is a real problem to Indian students. Because when but is pronounce as (bxt) u becomes a what happens when car is pronounced as (ka) (kar)

Walk	Wäk
Talk	täk
Kar	ka
Knowledge	nalwdz
Son	san
Sun	sa:n

How can an ordinary student differentiate all these phonological interference of both mother tongue and English. One has to learn language carefully and consciously he must aware the phonology of the target language and over come from the language plonolgy which he is already known. This book throws light on the gray areas of learning English languages. Teachers and learners are taken for granted the phone and phonology of target language. I am thankful to UGC for granting minor research project. I am also express may thanks to the colleges and universities for their cooperation to interview their students. My sincer thanks to the students, Mr. Kumar, Vidya computer's Mr Jagdeesh. My wife Mrs Dakshayami S Nail my son Aniketan and Akampan lastly Sarup publisher for publishing this book.

Dr. N. Shantha Naik

Acknowledgement

English language is boon to many Indians. The privileged class whom we call creamy layer are enjoying all facilities in India and Abroad. After Angrezi Babu's left, India most illiterate Indians depend on those who knows letters. In such case, today most Indian's realized the importance of English in the eve of IT and BT era. The world is ahead of Indian agricultural labourers, small formers as well as a dry land, landlords. At this juncture thousand of convent schools are emerged in semi-urban and large villages. People proudly say that their children are learning at English convent and they are going to become sahibs. They started to compare their children with the city dwellers. But the reality is far from the truth. In this connection, I have selected a topic which is thought provoking, 'Phonological **"Interference of Regional Languages Phonology on Indian English Learners – A Survey"** and an attempt is made to survey hurdle in the English language learning at rural and urban children. I prepared a proposal and submitted to the UGC regional office at Bangalore for financial assistant. 'UGC' accepted my minor research proposal and sanctioned money to pursue my research. After all burden, and tight schedules of examination evaluation and teaching took a pains taking effort to complete my project. I know this is not the first effort in the field there are many scholars, linguistics and education have tried to find out the solution but I made an effort to reach the root of the problem and I got success in my research. I whole heartedly thank UGC for their financial assistance.

I would like to thank principal **Prof. S.N. Gayathri** for her encourage most to complete this minor research

project, I extend my thank to **Prof. Latha K. Biddappa A.O. Prof. P.N. Sridevi,** HOD, and all other English teachers of the department for their co-operation and office staff of Maharaja's college for their support. My special thanks to those all colleges principals, English teachers, Universities and librarians and students for their co-operation. Lastly I remember my wife **Dakshayani** and my sons **Aniketan and Akampan S. Naik** for their special help in completing this project.

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1

Introduction

"Human Language is, of course, uniquely human. I say 'of course' since, as it stands, that is scarcely a profound statement."[1] These words of P.H. Matthews these words are apt to the research I am going to discuss in this dissertation. Before beginning of the real topic "Phonological Interference of Kannada" Speakers Learning English." It is necessary to know what is Language : Some sounds are language' and others are not 'language' (Coughs and sneezes). It is a known fact that, language is not uniform, that different forms of speech are found in neighbouring communities or neighbouring political units. Hence speech in made up of specific smaller units, which are composed in turn of units such as vowels and consonants. Further it can be traced as, 'A human language' in a system of remarkable complexity. To come to know a human language would be an extraordinary intellectual achievement for a creature not specifically designed to accomplish this task. A normal child acquires this knowledge on a relatively slight exposure and without a specific training. He can then quite effortlessly make use of an intricate structure of specific rules and guiding principles to convey his thoughts and feelings to others, arousing in them novel ideas and subtle perceptions and judgments. This language is a mirror of mind in a deep and significant sense. It is a product of human intelligence,

1. Mathews P.H. : Linguistics A Very short Introduction : 2006, Oxford University Press.

created a n w in each individual by operations that lie far beyond the reach of will or consciousness: No one knows when a language become medium of instruction.

The origin of language instruction traces back to the origin and development of humanity. Thus language is which is that most clearly distinguishes man from other animals. There are other systems of communication in both human and non-human, which are quite definitely natural rather than artificial, but which do not seems to be language in the strict sense of the term. even though the word language is commonly used with reference to them. Consider such phrases as 'sign language "body language' or the Language of the bees in this connection. Most people would probably sav that word 'Language' is here being used metaphorically or figuratively. According to aspire (1921:8) "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."[2] This definition vitally gives more prominence to the argument which I am going to develop in my research project Language can be considered legitimately enough, from a behavioral point of view. But Language in general and particular Languages can be considered from at least two other points of view. One of these is associated with the terminological destruction that Chomsky has drawn between competence and performance; the other with the some what different distinction that Ferdinand de Saussure drew in French Language.

More relevant to the topic discussed here in this research work is, one of the cardinal principles of modern linguistics is that spoken language is more basic then written language. This does not mean however that language is to be identified with speech. A distinction must be drawn between language signals and the medium in which the signals are realized. Thus it is possible to read aloud what is written

2. Lyons John: Language and Linguistics an Introduction—2009, Cambridge University Press.

and conversely, to write down as it is spoken. Literate native speakers of a language can tell, in general, whether this process of transferring a language – signal from one medium to the other has been correctly carried out or not.

In so far as language is independent in this sense of the medium in which (language signals are realized), we will say that language has the property of medium transferability. This is a most important property one to which far too little attention has been paid in general discussions of the nature of language. It is important to correct the bias of traditional grammar and traditional language teaching.

Although language-systems are, to a very considerable extent, independent of the medium in which they are manifest, the natural or primary medium of human language is sound. For this reason, the study of sound is of more central importance in linguistics than is the study of writing or gestures or of any-other language – medium. Thus language plays an important role in everyone's life. The question arise when a child learn a language in the school. In natural course he pick-up language very well. Mother tongue is easy and handy to pick up but the same learner, when he comes to the technique of learning his mother tongue it will fail. Formal instructional process including language instruction started from the early period of the Epic and the Vedas. At that time, the entire process of instruction was only through oral medium. The primary reason for this is that, at that time, no script was in existence (?). Hence, no mechanism for written communication was possible. With the development of civilization including that of innovations, discoveries and devising of writing systems, the process of instruction adopted the written medium.

It is necessary to know when the other language constructions including second and foreign language instruction started. It emerged in the west during the period of Roman rule. As Greek was the official language the strategies and techniques for teaching Greek were initiated. Greek was an alien Language to those learners.

Consequently teaching of Latin also started. Most of the instructional programmes those days were in need based, in the sense that they were meant for use in the army, administration. And subsequently, the process of importing instruction in an alien language took a broader and general shape which necessitudes the development of suitable instructional methodology and techniques. Several teaching methods emerged and the adoption of one of the these methods depended upon various parameters and criteria, like the need and purpose of instruction the time available, the skills to be developed the age group and mental maturity of the learners and their previous language backgrounds.

The education system of India provide for teaching of three Language at the school level for which a formula has been developed and prescribed by the Government of India. According to this, the Languages to be learnt in the non-Hindi speaking areas at the school level include Hindi, English, the regional language. In the case of Hindi speaking regions the three languages include Hindi, English and another major Indian regional language.

It is in the past 2 to 3 decades that a serious consideration about second and other language teaching was made. The experts consisting of Linguists Educationists, and the Administrators realized the necessity to make the second and the other language instruction skill- oriented. And the efforts thereafter resulted in the designing of a suitable and appropriate syllabi for the purpose of preparation of appropriate skill-oriented Language material for use in various media, the instructional strategies, techniques, and measure for testing, evaluation etc.

In the context of Indian education it is important to discuss its multi- lingual, multi-ethnic and multi – cultural aspects. Several languages have been indicated as mother tongues of different communities and groups as per the data available from the census. With the developing beliefs and ideas about the advantages and merits in adopting mother tongue, not merely as a subject but also a medium of

instruction to a certain degree has inspired the scholars in India and abroad over the intricacies of concept and motivated them to come out with definitions relating to mother tongue. In fact, the multiplicity of Languages in India is a common phenomena as almost all individuals are at least bilingual (if not multilingual) and this has created a very high degree of confusion as to what ones mother tongue could be referred to in the context of education. In spite of the views and opinions expressed by various scholars giving adequate reasons and justifications the concept of a mother tongue in context of education is very complicated and confusing not misleading. However considering the various viewer and thoughts available about mother tongue, it has become necessary to clearly understand what could be branded as mother tongue in the context of education and subsequently devise ways and means for purpose of education through mother tongue. It is a well established fact that any Language be it 'mother tongue or second language or other language' can find a place either as a subject or as a medium or as both. Language complexity in India can be seen from the fact that the number of mother tongues existing in this country runs into thousands. All state languages have their own identity; other than this, thousands of languages like Lambani and other tribal languages are spoken all over India are not recognized. Since this minor research is concentrating on the Kannada learner's problems of learning English at the pronunciation level due to the mother tongue influence, it is relevant to discuss the impact of mother tongue on the learner and the problems arising in the Indian scenario. Which is the mother tongue? As there are many languages spoken in Karnataka.

Lambani

Gonda

Korcha

Korma

Kadukuruba

Jenukuruba

Havyaka

Siddi

Gouli

Wadda

Sudagadu siddi

Hakkipicki

Garasia

Kodava

Tulu

Konkani

are languages which don't have a script of their own. But children learn these languages from their locality. Kannada is the social language, Hindi will be the third language and English naturally becomes a Foreign language. When the issue of mother tongue arises, which will be the mother tongue of those people?. How can they learn english? when kannada learning itself is difficult to them. When a child fills in the column of the application he mentions kannada as his mother tongue against the column of mother tongue. There is no option provided in the application. According to the UNESCO report (1953), in recognition of the minority mother tongue, and the numerous developing mother tongues throughout the world, has given a comprehensive origin and function oriented definition as "Mother tongues are native languages : the language which a person acquires in the early years and which normally becomes its natural instrument of thoughts and communication."[3] It is obvious that the child picks up the language so quickly. This

3. Narasimha Rao: K.V.V.L.: Mother Tongue Education Theory and Practice—C.I.I.L. Publication No: 464, 200.

language pattern will be the obstacle to those who learn other languages, later on in their life.

In India teaching and learning of English continues in a frustrating scene. In all circles concern in voiced about falling standards and high rates of student future in School Board Examination to B.A. graduate level. Students are miserably failed to write anything to an acceptable standard. As Kundu (1996) observes

> "English is taught from class IV in Orissa. But unfortunately when the students leave schools after 7th years (about 1200 hrs) of teaching most of them (90%) cannot read and comprehend a simple text in English or write simple correct sentence."[4]

We investigate the causes as to why such things happen. We make an effort to contribute something in way of a survey and a training course on correction methods to help change, though to a limited extent the present depressing scene especially in terms of students performance in English reading and writing.

Where as in foreign language or second language teaching for example, English, German or Russian a working proficiency is easily developed in the learners in teaching of L2, our students with some amount of English available in their environment fall to have the minimal proficiency in English after about 1200 hrs of teaching in the class room. It is appropriate to quote Kundu (1996) here.

> "The matter does not end there
>
> An average learner of English in
>
> Our country is mortally afraid of
>
> English as a subject teacher, the

4. Krushan Chandra Mishra—Correction of Errors in English, 2005—Sarup Book Publishers, P. 3.

5. Ibid.

English class, the English

English text books and above all, English grammar."[5]

He / She is afraid of going wrong. He / She is afraid of the teachers eyes searching always errors in a writing and their offending and demoralizing comments accompanied at times by physical punishment. It is against such a back ground that there emerges the strongest need for the present survey. Generally teaching and learning ambiance in India is as follows.

1. Teachers of English in India possess a rigid and negative attitude towards students errors in English writing assignments. This has its base in the' deep-rooted' grammar teaching tradition. Teachers use overt and deductive method of teaching grammar. They give rules and insist on mindless drilling. In everything they insist on rules. They don't recognize the importance of the factors of context, usages or creativity of students in certain situations. They leave the students thoroughly disinterested and depressed and make language learning difficult to them. This attitude needs be changed in favour of one enlightened one through which language learning will be possible.

2. Our teachers do not have a regardful and a tolerant attitude towards Indian Variety of English in our student's use. Their notion about a rigid British standard makes them consider. Most students writing to be bad and unacceptable. It is because teachers in India attach a lot of importance to grammarrules which happen to be based on native English standards. Kundu (1994) observes that rules teachers give thinking these would help students in language learning actually confuse them when samples of English they get outside the school appear to be full of errors in their teaches

consideration. Today Indian English has made its mark. Native speakers of English and proficient users of English among the non-natives do display a tolerant attitude to errors. They have different criteria for judging errors, surface of errors of form which our teachers find obsession with are of less concern to them. As Ravi Sheorey (1986) found from his experiment on the error perception of Native and non-native speaking teachers of ESL that his findings were consistent with these of James (1977) and Hughes and Lascaratou (1982) that native speakers appears to be more tolerant of errors made by ESL students than non native speakers.

Teachers of English in India are not aware of the modern developments in the field of language studies in general and L2 errors and error correction in particular.

Most of the teachers come to the teaching profession not as choice, but as a compulsion. Language teaching and that especially of FSL, as a subject requires skills of a very high order. Most of the teachers of English presented to possess the skills by manipulated knowledge of some grammar rules which they use for finding maximum number of errors in their students.

While discussing the problem of English Language a question arises naturally. Why aren't all languages the same? The answer is simple, they are-with respect to the mandate to resolve dependencies in an expeditions manner. This still leaves very significant room for variation.

Languages differ from each other in terms of the properties of their lexical items. Hence there is a problem of language Acquisition. The key idea is simply that children are born with an efficient brain that is, a brain that seeks to carry computations in a way that minimizes the burden on working memory. Early in life, language learner are exposed to adult utterances that contain lexical, tens with particular

properties arranged in a particular order. When Kannada Speakers Learning English facing many problems.

Linguistics and applied linguistics have tried to distinguish and differentiate language acquisition from language learning. While language acquisition refers to MT/L1 / NL (the later refers to L2/OL). Some scholars have considered language acquisition/ learning as strictly compartmentalized entities. Such scholars hold the view that language is a thing in itself, and it exists in the written texts and there is nothing like a spoken language. Such views appears to be far from reality. It is a known fact that language begins only in the spoken form and the innovation and devising of the script is a much later development.

Language acquisition/ learning is a kind of stimulus-response mechanism. According to scholars holding this view, language learning acquisition consists of conditioned responses. Two aspects could be followed.

1. Language acquisition / learning demand the development of both the grammatical and communicative companies. According to Chomsky, underlying the surface realizations, there exists a deep structure and in a context of language learning acquisition, one has to master the deep structure and the operation of various types of transformations there on.
2. The acquisition of mother tongue accepts the demands of situations or the environment in which language is used. This view emphasizes on the tasks and problems rather than patterns and repetitions, tasks and problems are significant and crucial.

The degree of emphasis that needs to be laid on the literacy skills and the study skills depends on the level of instruction like,

MOTHER TONGUE EDUCATION

MT as a subject	MT as medium of instruction
Development and Furtherance of concepts	Literary skill – 3R's
Expressive skills : Speaking writing	Reading Writing Listening
Listening comprehension	Listening and note taking
Reading comprehension	Reading and culling out signification Listening comprehension Reading Epitimization Composition

This chart gives a clear picture of mother tongue acquisition /Learning.

Because Language acquisition starts from the very infancy of the individual and gradually develops with the passage of time. History also reveals the fact that, the teaching and formal learning of the native language / mother tongue is developed over the Linguistic abilities possessed by the individual before the entry to formal education. Mackey (1969:105) states that, child language starts with a cry, which becomes more and more differentiated as time goes on, until it develops into a sentence. The first distinction is between different sounds exercising his speech organs. He then imitates his own sounds and later those of others. When parents hear certain sound combinations, they take them for words and by acting as if they had meaning for sound combinations and certain persons or objects. These signal words actually take care of the whole situation, functioning as sentences especially as imperatives. As the infant increases his vocabulary, he begins to differentiate in the situation between elements like, action and combines these into two word phrases like the noun-verb combinations.

The number of words in these phrases increases and as he does so, the child perceives distinction in word order, syntax and inflections. At this stage, the child is qualitatively able to speak. He has most of the basic elements of meaning. It should be noted that, in the process the child proceeds from sounds to involved learning of the language, such as:

1. Trail and error
2. Rote memory
3. Imitation
4. Association and
5. Analogy

This is how a child learns? language and it is a fixed word order in his mind. It is a known fact that a child's brain is like a white paper, what ever we write on it is immediately absorbs. Later on what ever language he starts learning becomes an obstacle. Because he starts comparing his own mother tongue with other language which he has already learnt. In this regard crucial and significant questions arise in the context of the child's language acquisition. And later on in learning second or third language the fixed pattern never allows him to learn the language so easily. These three points are:

1. Who learns
2. To what standard
3. What goes on when learning takes place?

This truth stands in, first language learning. The following two points necessary to discuss here are:

1. The extreme environmentalist position would be that the child goes into the world with no innate pre-disposition. He is a piece of raw material which is moulded or shaped by the experiences he undergoes into some sort of bundle or reactions which then constitute Individualities and skills.

2. The extreme innateness position is that the child goes into the world's very specific innate position not only with general tendencies but with the knowledge of nature of the world and specifically with the knowledge of the nature of the language. According to this view, children are born with knowledge of basic grammatical relations and categories. For example, subject verb and object nouns, verbs and auxiliaries. This knowledge is universal, that is these categories and relations exist in all human language and all human beings are born with the knowledge of them. In addition the child has a hypothesizing and testing device which allows him to determine from very simple words and sentence to complex sentences. Out of all possible languages, he / she the one that he has been exposed to. There are agreements and disagreements about these positions. Thus those who disagree with the strong hypothesis do not adopt extreme environmental hypothesis. They adopt a sort of via media or an interaction hypothesis which is referred to as weak innate hypothesis. According to them children are born not with specialize knowledge of grammatical or semantic or phonological categories and rules, but with a potentiality for organizing experiences in certain ways for referring certain kinds of relationships and for comprehending and producing symbols and structure of symbols. They take the child's development to be the result of interaction between the innate potentialities and the quality and variety and amount of experience which the individual encounters. The response of the nativists to the questions as to who acquires language, is that all human beings, by virtue of inborn universals, learn. The two conditions for this views are, there must be no organic defect and there must be small amount of exposure to

language. The answer to this question is that, provided that there is no serious organic defect and provided that, there is a rich experience of language communication between the child and others every human being acquires the language preferably, in the context of emotional security. However they claim that all human beings develop language given normality and minimum exposure, cannot be tested by experiments on developed animals like Dolphin and Chimpanzee regarding the genetic transmission of language universals and that such genetic transmission is limited to human beings."[6] It is necessary to note although the chronology of the child language remains the same, the duration for each stage could differ from individual to individual. Emergence of a bilingual population akin be expected in areas in which different language groups reside and interact. When two language groups, who have no language in common, come into contact, the speakers of either language may learn partially or fully the other language. In India the individual as well as the societal bilingualism is widespread. English education in India is a mark of empowerment to the downtrodden and give an elite class position to the higher class people. It is taught as a second language in the class sixth. As a subject it is inevitable. Since English is given an official language status in India and this is only the language which can bring near, the people from East to West. In pre-independence movement English played a dominant role in uniting the Indians. Before that, in 1857 Sepoy Mutiny language is also one of the factor for its failure. Lord Macaulay's Minute was the first Magnacarta to introduce

6. Narasimha Rao: K.V.V.L.: Mother Tongue Education Theme and Practice—C.I.I.L. Press 2000, Mysore.

English in India. Today English has became part of our life. Hence English Schools are opened in a hobli places irrespective of their social status everybody is after an English education. Farmers, masons, factory employee, labourers of the landlord etc. Earlier English was learnt by only one class of people, they were called the creamy layer of Indian society. They were the IAS, IPS in Banks Medias and enjoyed all privileged position. Most of their children settled in America and Australia. Due to the language English, they created a false statement and antiwave against English. 90% Indians started sending their children to the government schools. In government high schools untrained english teachers teach English, mathematics, science and social science teachers teach English. How best can they teach English? "Angrezi Hato" of North India has changed into "Angrezi Vapas Lao" IT, BT sectors brought a new change in the world. Globalization and GATT agreements narrow the world and made the entire world accept the concept of a global village. In the present context english is playing a dominant role in global economy, and the cultural and literary scenario of the world. In this context million of poor Indian parents are dreaming of their children's future. But the rural students who have psychological set back regarding english have phobia. They pass all subjects except english. Why does english language becomes an obstacle to them? Thousands of school and college drop outs are found as victims of english language. This has became a big headache to the parents, teachers and the students. There are many reasons for their failure in learning english. The present research tries to explore "Phonological Interference of Kannada Speakers Learning English". This consist of four chapters, chapter -I tries to Introduce the subject. It consists of:

a. Phonology – meaning scope
b. Problems of Phonology
c. Experience
d. Validate
e. Selection of topic

Chapter - II Methodology reveals.

a. Field work
b. Parameters
c. Phonological questionnaire
   (i) Words
   (ii) Sentence
   (iii) Paragraph

Chapter – III Analysis of the concerned topic followed by the conclusion and recommendation.

To enter into the discussion of the present topic, it is essential to know about Phonology. Phonology is the branch of linguistics that studies the structure and systematic patterning of sounds in human language. The term Phonology is used in two ways. On the one hand, it refers to a description of the sounds of a particular language and the rules governing the distribution of those sounds. Thus, we can talk about the Phonology of English, Kannada or any other language. On the other hand it refers to that part of the general theory of human language that is concerned with the universal properties of natural language sound systems.

The speech sounds are not the smallest units of Phonological systems rather, the speech sounds themselves are composed of yet smaller features of articulation. In formulating the english plural-rule , uses the feature of voicing, to state an important generalization about the plural shapes: aside from cases where the noun ends in a

consonants, /sz j,t,d,/ the phonological form of the plural morpheme is determined by a general assimilation process, whereby the plural form is voiceless if the final phoneme of the noun is voiceless but is voiced if the final phoneme of the noun is voiced .

Scope: Though the language-systems may be different from one another phonologically, not only in respect of the number of phonological elements in their inventories , but also in terms of the systematic relations that determine the phonologicaly well–formedness of possible combination: i.e. phonological systems.

Although all languages draw from the same universal set of features, individual languages differ in the groups of features that make up their phonemes . For example / lateral/, /affricate/ and /distributive/ are all found in english, but they never occur together in a single phoneme.

Despite the fact that languages draw upon different features to make up their phonemes. There is a surprising amount of convergence in the sound systems of human languages.

The scope of the present study is to find out how Kannada speakers are facing hurdles in learning English. The main purpose of this study is to submit a brief report to the U G C regarding the gray areas in learning English. Particularly The rural students are facing this problem pertaining to the English language. Though it is a official language in India it has been neglected. The poor and needy people are unable to afford good education. All the privileged people are obtaining English education in CBSE, ICSSR, English schools and Christian institutions. The hybrid variety of Anglo – Indian's speaks "galli English" which is certainly a new variety of English. Goa, Mangalore, Karwar, Coastal Kerala, Andrapradesh, Tamilnadu is dominated by the Christians, who speak English along with there mother tongue which is a regional language. Mother tongue influence is inevitable among those who learn English. The

word /car/ which almost all Indian English speakers know its phonetic transcription as /kar/ while pouncing it as /kar/ where as its pronunciation is /ka'(r)/ /congratulation/- the /t/ becomes an obstacle / with a Kannada speakers.

The word /mysore/- is pronounced as /mysor/ but it is / mysuru/ in Kannada. The learner of second language has a dilemma, which is wrong and which is right pronunciation. Acquisition of a good pronunciation forms an important part of language learning especially if the learner expected to teach the language he has learnt to others. Firstly, the learner must acquire the capacity to recognize readily without any error. The various speech sounds occurring in the language he is learning. Secondly, he must acquire the capacity to produce then individual speech sounds he has learnt in sequences. In addition to these skills, which may be suffices to gain a good pronunciation, the learner depending on his needs, has to get a mastery over the orthography of the language he is learning. In this context this project tries to project, how phonology is interfering in learning English for the Kannada learners learning that language.

a. The consonant system of English is relatively uniform throughout the English –speaking world .

b. Whereas accent in English differs mainly in terms of the vowel systems.

c. Kannada consonants differ from that of English.

1. These are classified into, stops, affricates, nasals, fricatives, laterals, flaps and continuants.

2. English consonants are classified into- bilabial, labiodentals, dental, alveolar, palatal-alveolar, palatal, velar

d. On the base of height of the tongue vowels are classified as

High vowels - i, u

Higher mid vowels – e, o

Low vowels - a

Round vowels - u,o

Un rounded vowels - i,e,a .

e. English vowels-

Syllabic

High

Back

Low

Round

Long

f. Consonants –

Stops and affricates-

Aspirated stops and Fricatives

Nasals

Fricatives

Laterals

Flaps

Frictionless continuants.

Similarly in English

g. Nasal [stop]

Oral stop

Affricative

Fricative

Approximant

Lateral.

These distinction in the speech sounds of the both languages has obstacles in learning language . Because, pronunciation is the main feature to learn English this

phonological hurdles have been traced out. For my research project I have selected some of the areas in both cities and rural, to trace out the lacuna in learning English. After teaching alphabets, a teacher who teaches something else, will be teaching english like cat, mat, bat, rat, etc., is this a way of teaching English Language?. On the basis of my study and my experience I have traced out following discrepancies in teaching English in Rural Government schools at, primary, high school. PUC, B.A and even at the M.A level.

I. English is introduced from the 6th standard.

II. Many untrained teacher can teach English

III. Alphabets and text is taught

IV. Language component is taught at High school level.

V. A diploma certificate holder at the level of B.Ed., course can be the English teacher.

VI. B.A. Optional English students are taught English literature not English Language

VII. Post graduation level also – there is no English Language syllabus is framed except literature

VIII. At the P.U. level language component is introduced, but the teacher who after M.A., directly joins the teaching profession does not have exposes in language aspect.

IX. Degree level students learn more of literature and less of English language

X. Basic concept of English language is forgotten in all levels is a problem in learning English.

All the above aspects are elaborately discussed in this project. These are the gray areas, where we have to throw light. Though, we think that everything pertaining to the English language; is taught in the schools which becoming a bread-earning means of many Indians. Hence,

it must be taught effectively. What is the condition of rural India? Where do they stand when compared to the urban, semi urban, metropolitan and cosmopolitan areas. Does the single teacher in a government school be compared with a e-class room's of english schools in cities? A primary school going city boy is equal to master degree holding rural boy in all aspect not just in language.

In the second chapter methodology of the project is elaborately discussed to find out some of the remedies to suggest. Phonology of Kannada is taken for granted while we learn English.

2

Methodology

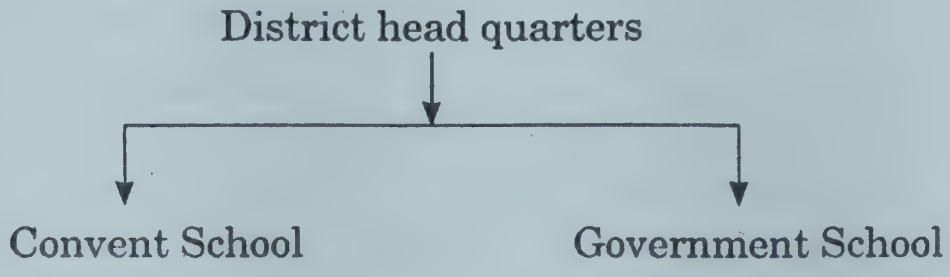
This is the core chapter of this research project. It consists of:

1. Nature of field work, parameters, data collection.
2. Questionnaire
   a. Words
   b. Sentences
   c. Paragraph

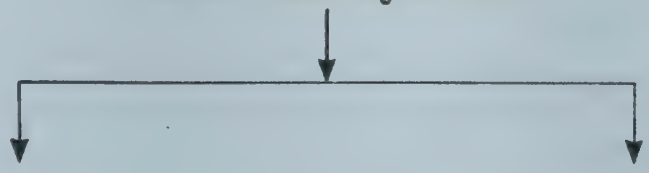
a. **NATURE OF FIELD WORK :** Extensively traveled to most parts of Karnataka in particular and India, in general to collect some of the primary data's for this project. English became a official language according to the Article 302. In 1965 Parliamentary Committee implemented English as a communicative language for 15 years. Where Hindi created a controversy, English has continued as a national language. Hence, the importance of English is increased. At least one has to have English knowledge to read and to write. This compulsion has become a big problem to the rural students.

b. **Parameters:**

1.



2. Taluk Head Quarters



Convent Government

3. Back ward area's – Degree colleges.

4. SC/ST dominated – Degree colleges.

c. **Data Collection:** Some samples collected at random is elaborately discussed later in the third.

d. **Questionnaire's:** Prepared to accesses the phonological knowledge of the students.

e. Selection of Methodology. Random selection is used to evaluate the degree of phonological influence of Kannada speakers when they learn English.

f. **Questionnaire's:** Prepared to accesses the Phonological knowledge of the students. It consists of:

(a) Words

(b) Sentence

(c) Paragraph

(a) Some simple words have been given to know their phonological level in English language words like:

1. Acquaintance
2. Acquire
3. Battered
4. Accustomed
5. Despised
6. Examined
7. Fire
8. General
9. Hour

10. Intellect
11. Joyous
12. Kinship
13. Knowledge
14. Tranquility
15. Listen
16. Tremble
17. Credulous

(b) **Sentences:** Some of the sentences given to test phonological knowledge:

1. Indian opinion was getting more and more expensive every day.
2. A poet is one who can call forth the good, latent in the human breast
3. To allow a man to believe a thing which one has not fully verified is to compromise truth.

(c) Following paragraph was given to read.

Five score years ago, a great American in whose symbolic shadow we stand today, signed the emancipation proclamation. This momentous decree came as a great beacon of light or hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous day break to end the long night of their captivity.

Phonological description of the target language would prove to be very useful in the second and other language instruction In 1882, Vietor had expressed the view that "Apart from the Phonetic and Phonological description of the target language, choosing of the spoken variety of the language would make the second language instruction easier and more meaningful. Subsequently, he suggested to his followers that instead of trying to understand the meanings of words in isolation, that target language learning could be made much stronger by making use of the vocabulary items

in sentences and there by trying to understand the context of usage besides the meaning at the vocabulary level."[1] The native language differences existing between the language at home and at school needs to be kept in mind when the syllabus of language education is framed. The main aspects must be followed carefully.

1. Language instructional material
2. Language teaching Technique
3. Strategies adopted for teaching language

It is apt to discuss about the expression normally used, like, mother tongue, native language, second language foreign language, other language and alien language. In the Indian context many bilinguals and multilingual speakers have some confusion regarding mother tongue and native language. Most of the Tamil speakers also speak Telugu, Malayalam. But when it comes to the Indian official language and in most of the cases it is the second language too, we face some problems in learning. Mother tongues and target language have different phonological – phonetic features. Kannada is a Dravidian language and emerged from Sanskrit language like its sisterly concern other Dravidian languages. When we teach English language as official language or second language or foreign language, it is important to teach its supra segmental features. Because the learner has already learnt a language which is near his locality, this language will be more powerfully printed in the mind of the learner. Hence, the learner of the second language or third language faces many problems. Following features are absolutely necessary, when Kannada speakers learn English.

1. Suprasegmetnal Features

Learning English involves the learning of Phonology, grammar and lexis. Phonology includes sound segments,

1. Vetor, Essentials of Second Languages Teaching ed., K.V.V.L. Narahima Rao, CIIL—2000—p. 9.

sound features, which relate to units larger than the significant sound units called Phonemes. These features are generally referred to as suprasegmental features it includes – patterns of length, stress and pitch. Because Kannada language has its own suprasegmental features, length pattern of sounds in Kannada vary from that of English.

Vowel sounds like:

u- ಉ – ಊ – ū Short u

Long ū

ಊತ – ūtta

Is not found in English.

2. **Types of Pronunciation :** Kannada language like other Indian languages is syllabic, we write as we pronounce. But in English alphabets they have to be identified.

/amma/ but in English alphabets like /a/ /b/ /c/ have a separate identity, at usage level.

/kar/ - / kār/ u – a

/cut/ - /kat/ u – a

/put/ - /poot/ u – u

As it is used above is a kind difference. Where as,

In /cut/- /kat/ /u/ becomes /a/

In /put/-/poot/ /u/ becomes /u/

In /but/ - /bat/ /u/ becomes /a/

3. **Style of pronunciation** : English has it own pronunciation. But Indian languages have their own pronunciation. We pronounce according to the spellings, but English has peculiar kind of pronunciation.

For Example:

In Kite - / ai/

Might /ai/

Kit instead of /i/ it becomes / e/

Another peculiarity of English language is:

/sit/ - /e/ Short vowel

/eat/ - /e:/ Long vowel

/see/ - /e:/

/sea/ – /e:/ in both cases only one long vowel is pronounced, obviously it leads doubt among the learner. How can be the /See/ and /Sea/ spell differently but pronounce similar phonological interference of Kannada speaker is witnessed here some mistakes openly.

4. **The Syllable** : It is a unit adopted for the analysis of speech and it can be defined in term of the pulmonic air-stream mechanism. When we make use of the mechanism in speech, the air from the lungs does not come out in a regular and continuous flow, but in small puffs at the rate of approximately five times per second.

In English there is no specific sound value:

Ex:

a	e
ant	elephant
aunt	
uncle	eat – Long
ambulance	extra – short
	Seen – Long
	Scene – Short

In some cases

put	–	u – becomes – u
but	–	u – becomes – a
uncle	–	u becomes – u
up	–	u becomes – u
under	–	u becomes – a

In:

sure	u: long vowel
meet	u:
pure	u:

We cannot generalize that two vowel becomes elongated.

most, more } /oo:/ elongated long vowel

but in Kannada language we have long vowel to elongated

/ame/	a + a = a:
/ili/	i + i = i:
/$\bar{i}$l i/ -	i + i = i:

Hence the Kannada speaker when he learns English the same Phonology he adopt to the English Phonological characteristics of his mother tongue he tries to impose while learning English. The following field work proves what the draw backs of the Kannada learners are, when they begin to learn English is shown in the form of charts.

Sl. No.	Word	Urban CBSC/ State	Rural	Back ward Dist	Taluk	SC/ST Domi-nated	Category
1	Acquaintance əkŵa'ntəs	acqutence					II – B
		aqutence					ST
		acquitence					II – b
		√					III–b Chvi
		√					GM
		acqvin-tence					II-A
						Qotency	SC/KM
						Accountent	SC/KM
						Acotense	2B UM/KM
						Ac-qonetense	KM/IIA
						Acountense	SC/KM
							SC
			aquentesse				II-B
			acuentency				ST
			acquentan				SC
				aquentesse			2B
				acuentency			SC
				acquentan			SC
							IIIB/ Mus-lim/GM/B
							III-A SC
							II-B
							ST
2	Acquire əkŵlər	√					III B/C Christian
		√		Ofcare			SC
		√		Acqure			II-B
		√		Acure			SC
		√		Acure			SC
				Aqwrie			SC
							Kannada
						√	Medium
						Acure	Kannada Medium
						Acwire	IIA
			ackwire				IIA
			equire				Kannada Medium
			acqwire				ST
			acqwire				Category – I

		acquire					SC
					acquawire		SC
					acqwire		SC
					√		SC
					√		SC
3.	Battered /bat ɔrd/		√				II B
			√				GM
			√				IIA
			√				SC
			√				IIB
			√				ST
			√				IIIB
					batterred		SC
					battered		SC
					batred		SC
					battered		SC
					battered		SC
		battered					IIA
		√					Kannada Medium
		√					ST
		batterred					Category-I
		bettred					SC
					Bettered		KM
					Buttered		KM
					Batt		KM
				Betterhead			SC
				Bitterhead			IIA
				better-dered			SC
4.	Accustomed /əkus təmd/						
		akstmide				acostmant	KM IIA
		akimstom-med				acurst-emaid	IIA
		actomed				accosti-mate	ST Category
					accost-mated		SC
					astomed		SC
					acustomed		SC
							SC
			√				ST

			√				GM
			√				IIB
			√				IIB
			√				IIA
			√				III B 'C'
				accosti-mate			IIB
				acostmant			SC
				acurst-emaid			SC
5.	Despised /dispiZd/		√				II A
			√				GM
			√				IIA
			dispised				IIA
			√				SC
			√				ST
			√				IIB
			√				Christian-IIIB
				decide			SC
				dispersed			II B
				disposed			SC
					despised		SC
					disposed		SC
					dispissed		SC
		dispersed					II A
		dispissad					ST
		despissed					Category-I
						dispissed	KM
						dispissed	KM
						dispissed	IIA
							K.M
							IIA
							Category-I
6.	Examined /igZa mind/						
		examined					SC
		√			exmined		SC
					exminned		SC
					exminied		SC
				examinade			IIB
				exmined			SC
				xamind			IIB
			√				GM
			√				II A

			√				SC
			√				ST
			√				Christian
			√				
7	Fire / /fiər/						
		√					KM
		pir					II A
							KM
							ST
							Category-I
					√		SC
					√		SC
					√		SC
				Fre			SC
				Free			II B
				Fare			SC
				Free			SC
			√				II B
			√				GM
			√				II A
			√				SC
			√				ST
			√				II B
			√				III B
8	General / /jenərəi/		√				II B
			√				GM
			√				II A
			√				SC
			√				II B
			√				ST
			√				IV B
				general			SC
				√			SC
				√			SC
					√		SC
					√		SC
					general		SC
							KM
							ST
							Category-I
		general					IIA Woman
		general					KM
		general					II A

9.	Hour /our/						II B
			√				GM
			√				II A
			√				SC
			√				ST
			√				II B
			√				III B
				hower			SC
				hower			II B
				hower			SC
				hower			SC
					hower		SC
					hower		SC
					hower		SC
						hower	KM
						her	ST
						hower	Category-I
		hower					II A
		hower					KM
		hower					II A
10.	Intəllelct /intəlekt/	√					II A
		√					KM
		√					II A
							KM
							ST
							Category-I
					intellet		SC
					intellect		SC
					intellect		SC
				intlet			SC
				√			II B
				intlet			SC
				intallet			SC
			√				II B
			√				GM
			√				II A
			√				ST
			√				SC
			√				II B
			√				III B
11	Jovous /joi əs/		√				II B
			√				GM

			√				II A
			√				SC
			√				ST
			√				II B
			√				III B
				joys			SC
				joys			II B
				joys			SC
				joys			SC
					joys		SC
					joyus		SC
					joyus		SC
						joys	KM
						jays	ST
						jaus	Category-I
		joys					II A
		joys					KM
		joyvs					II A
12.	Kinship /kinship/	√					II A
		√					KM
		√					II A
							Kannada Medium
							ST
							Category-i
					√		SC
					√		SC
					√		SC
				knsep			SC
				√			II B
				√			SC
				√			SC
			√				II B
			√				GM
			√				II A
			√				SC
			√				ST
			√				II B
			√				II B
13.	Knowledge /nol jj/		√				II B
			√				GM
			√				II A
			√				SC
			√				ST

			√				II B
			√				III B
				Knowarding			SC
				√			II B
				√			SC
				knowledge			SC
					√		SC
					√		SC
					√		SC
							Kannada Medium
							ST
							Category-I
		√					II A
		knawladge					K.M
		√					IIA
14.	Tranquility / /rangqkwillite/	tranqual-itey					IIA
		trulqality					KM
		tranquality					II-A
							Kannada Medium
							ST
							Category-I
					√		SC
					√		SC
					√		SC
				trumpleting			SC
				trumpleting			II B
				tranquality			SC
				transcurecity			SC
			√				II B
			√				GM
			√				II A
			√				ST
			√				II B
			√				III B
15	Listen /lɪsən/		√				II B
			√				GM
			√				II A
			√				SC
			√				ST

			√				II B
			√				III B
				litten			SC
				listten			II B
				listten			SC
				liesten			SC
					liston		SC
					liston		SC
					liston		SC
							KM
							ST
							Category-I
		lisent					II A
		lisned					KM
		listten					II A
16.	Tremble /trembel/	troubl					II A
		trumele					KM
		tramball					II A
					√		
					√		
					√		
				trribble			ST
				trribble			Category-I
				troubl			SC
				treble			SC
			√				SC
			√				SC
			√				II B
			√				SC
			√				SC
			√				II B
			√				GM
							II A
							SC
17.	Credulous /krejələs/		√				II B
			√				GM
			√				II A
			√				SC
			√				ST
			√				II B
			√				III B
				crodeless			SC
				credulense			II B

				crrydose			SC
				crysued			SC
					credul		SC
					√		SC
					creduls		SC
							KM
							ST
							Category-I
		Credloss					II A
		Credles					KM
		√					II A

Rural Area: Kannada Medium

Sc

Indian opinion was getting more and more expensive everyday.

Sentence 1:

Indian opening was grateing more and more hxpressive everyday

A poet is one who can call forth the good latest in the human breast.

Sentence 2:

He poet is one who can call forth the good latent in the woman breast.

To allow a man to believe a thing which one has not fully verified is to compromise truth.

Sentence 3 :

To hallow a man to believe a thing which one has not fully verified is to call from truth.

Rural Area : Kannada Medium

II A

Sentence 1: India opinion was getting more and more expensive every day.

Sentence 2: A poet is one who can call forth the good litan in the human breast

Sentence 3: To allow a man to believe a thing which one has not fully verified is to conframize truth.

Taluk Head quarters : Kannada Medium

ST/Woman

Sentence 1: Indian opinion was getting more and more expensive everyday.

Sentence 2: A poet is one who can call forth the good laatnet in the yuman breast.

Sentence 3:

Kannada Medium

Category 1

Sentence 1: India opinion was getting more and more expensive everyday.

Sentence 2: A poet is one who can call forth the good latent in the human breast.

Sentence 3: To allow a man to be love a thing which one as not fully verified is to confrmige truth.

SC/ST Dominated area : Kannada Medium

SC

Sentence 1: √

Sentence 2: A poet is one who can call forth the good/latent in the human priest.

Sentence: 3 √

Kannada Medium

SC

Sentence 1: √

Sentence 2: A poet is one who can call forth the good latent in the human breast.

Sentence 3: √

Back ward district : Kannada Medium

SC

Sentence 1: Indian opening was getting more and more expressive everyday.

Sentence 2: A poet is one who can call fort the good latent in the human breast.

Sentence 3: To all a man to believe a thing which one has not full verify is to compromise truth.

Urban : English Medium

II B CBSC:	1 √
	2 √
	3 √
GM State:	1 √
	2 √
	3 √
II A State	1 √
II B State	
SC State	2 √
ST State	
III B State	3 √

PARAGRAPH

Five score years ago, a great American in whose symbolic shadow we stand today, signed the Emancipation proclamation. This momentous decree came as great beacon of light or hope to millions of Negro slaves who has been

seared in the flames of withering injustice. It came as joyous day break to end the long night of their captivity.

URBAN:

II B CBSC √

GM √

SC √

ST √

II A √

III B √

Back ward district

Kannada Medium

SC

Five = Few

Symbolic = Symlecal

Signed = Singged

Emancipation = Emcomated

Flames = films

Joyous = Juice

Kannada Medium

IIB

Signed = Sigged

Emancipation = Immanisipet

Taluk Head Quarters:

Kannada Medium

ST

Signed = Sinned

Category : 1

Rural √

Kannada Medium

II A

Signed = Signad

Emancipation = Mancipet

Proclamation = Provlemation

Slaver = Slawe

Beacon = Becan

Kannada Medium

SC

Emancipation = Emanicipasion. Withering = Withering

Proclamation = Comprasion Joyous = Joys

Momemtous = Movement

Beacon = Becon

SC/ST Dominated : Kannada Medium

SC

Shadow = Shado

Signed = Siged

Withering = Withring

Momemtous = Movements

Day break = day breek

Kannada Medium

SC

Signed = Sined

Emancipation = Emanciparion

Momentous = Movementos

Injustice = injucestick

Withering = Withring

3

Analysis

The present study sets-forth a hypothesis that the co-occurring the phonological interference of Kannada speakers learning English. The minor research project is done on the basis of field work. As English teaching in India has too many problems, I found through my survey. We can find horrible, Hinglesh in rural areas of the nation. Hence, it is true that, the spoken language is more flexible than the written language. The spoken form of language keeps on changing in course of time depending upon the context and the cultural background of the people who use it. Whereas the written form of language is more rigid and static and defies any sudden change. A careful study of the history of English language and its evolutionary process reveals that the same words like 'tea' Wednesday and breakfast etc. were once pronounced differently from the way they are now. But their spellings have been retained without any change. So the phonology and graphenic form has been the main difficulty in learning of spelling of English words for both native and foreign learners of English.

The spelling of English words are by and large anomalous, in the sense that there is a difference between the graphemes and phonemes. It is mainly because of

(a) Historical

(b) Literary

(c) Political reasons coupled with the Advancement in social and technology.

English has very liberally borrowed words from Latin, Greesk, French and several other languages. And the borrowed words have retained their original spellings and phonology after having got assimilated with mainstream of English. Hence, there is no complete correspondence between the pronunciation and spelling of English words. Therefore it is natural that the Kannada learners tend to learn spellings of words as they are pronounced by their teachers and others, or, rather, they get the pronounced sounds of words either rightly or wrongly depending upon the conditions of how they are being encoded and decoded.

Language learning is an oral-aural phenomenon. Acquisition of good pronunciation is an important stage of learning process. A learner, here we are talking about Kannada speaker, tries to acquire the capacity to recognize the different speech sounds occurring in the language. And he must also acquire the skill to produce them with the help of his own vocal organs and he must be able to produce the individual sounds he has learnt in sequences. Besides these skills he must have mastery over the orthography of the English language, which involves developing automatic associations between speech sounds and written forms of phonology or words of the language he is learning.

In case of Kannada language which is the mother tongue of the student the written form is very close to the spoken form except in certain verbal terminations and Morphophonemic changes. But in English certain letters are not pronounced in certain words.

For example in the words / walk /, /talk/

Sound /// is not pronounce

(d) And in certain context the same letter pronounced differently.

Ex : /Cut / -/ a/

/ Put/ - /u/

These sounds really confused the Kannada speakers who learn English.

Since Received pronunciation is taken as the standard pronunciation in India quite a few prepaired lessons on Phonology are available and presented to the students to initiate the pronunciation of the words contained in the lessons.

Inspite of the anomalous nature of the English words there are still phonological rules which need to be acquired by the learners to get competency in correct spelling.

(a) Errors are committed due to the generalization of spelling rules. The students internalize the spelling rule due to their knowledge of certain words as they know from the mother tongue. Based on that knowledge they write the spellings and pronounce.

For Example:

Acquaintance – Acqutence – (cat. II-B English convent)

Acqutence (ST – English convent)

Acqvitence (II – B English convent)

Urban based students who studied in English convents pronounced as they felt.

Similarly

SC / ST Dominated Area Students	qotency – SC
Rural area	Acuentency – II-B
Backward district	Acquentan – SC

The Urban student who studied in an English convent also pronounced wrongly. It indicates that students have been not exposed to the word /ɛkwantgns/ were the spelling is different from the pronunciation / acquaintance/ u, a, i, sounds really difficult to pronounce to the non-native English speakers. This cluster of vowel sound is rarely found in Kannada language. Hence, 98% of the second language learner committed mistake in the pronunciation.

Acquire/ɛkwirr/ also wrongly pronounced by the most of the rural and SC/ST backward students. Acquire becomes

Acquawire

Acqwire

Acure

Ofcure.

What ever they feel they pronounce. Hence, English is became their language.

The word / battered/becomes Batterred,

Batred

Bettrered etc.,

Battered – Some of the student used extra /r/ sounds, some of the student used one / t/, some used /e/ instead of /a/ sound.

Accustomed, becomes Akstmide

Akimstommed

Actomed.

The consonant sound /CC/ seems to them as /k/ vowel sound /o/ converted into /i/, /o/ followed by double consonant /mm/, in some cases it is / actomed/.

Though the sounds are familiar to them, they have practiced in their own way. The teacher has not corrected the error in the pronunciation. So the learner of the second language take it for granted. Unless, someone show them their fault and corrected them.

Despised : becomes : Decide

Dispessed

Disposed

Dispissed etc.,

Though it is clearly written the student utter the english sound incorrect he made a mistake, how it becomes

decide, dispessed, disposed so on. CVC /des/ converted into decide, dispessed, disposed so on, /CVC/-/ des/ converted into /dis/ Similarly CVC pattern pis, / ide/, /pes/ totally different to the supplied word. This wrong creation carries the wrong message.

Examined becomes examinned

examind

xamind

exminied etc.,

/CVC/ form of original word is / exa/,/CVC/ of the pronounced is /xa/ /ex/ and/exa/. The second part /CVC/min/CVC of pronounced/min/, There is variety in the first part of the pronunciation.

Fire become pir

Fre

Free

/CVC/, /fir/, /CVC/ / / pir/ /fri/. totally irrelevant.

General – becomes: Geral the /CVC,/gen/CVC/,/ger/

Genral

and /CVC/ of second part /VCC /,/era/,/ VCC/, /ral /

Completely opposite to the original pronunciation.

Hour – becomes hower

/CVC/ of the original word /hou/ Pronounced word / how/.

Actual pronunciation is difficult to the Kannada speakers because they remember their own mother tongue when they pronounce the word / hour/. Normally when the student speaks his language Kannada (mother tongue) he goes by the spellings – /h/,/o/,/ /u/,/r/. But peculiar practice of English, in some cases the consonant before vowel is not pronounced.

Incase of / hour/ - it is / our/. Hence, it is difficult to the common student and readers to pronounce it as / hour/.

Intellect becomes /Intelt/

/Intallet/

The first /CVC/ / int/ pronounced as it is /int/ the second /VCC/ becomes, /all/ instead of / ell/ third /VCC/ pattern will be / all/ and /elt/. So, they could not pronounce it properly.

Joyous : /CVC/ of the word is / joy/ and VVC. / ous/ but many students wrongly pronounced as /CVC/ - / Joy/ and VVC only /s/ and /vs/,/us/ which is meaningless. Irrespective of category all rural students prounounced the same.

Kinship – becomes knsep /VCV/ actually /kin/ but pronounced as /kns/. Followed by /ep/ which is meaning less. Only one student of backward district who belongs to the SC category uttered this rest of the students have pronounced it correct.

Knowledge becomes knowarding

knowledge

knawladge

Original				
CCO - /know/	know	knaw	kno	knaw
CCO/led/	ard	lwe	lad	led
CCO / dge/	ding	dge	dge	dge

In this pattern, I found the Kannada language speakers pronunciation of the word knowledge, which unusual and incorrect.

Tranquility becomes Tranquality

Trumpleting

Trancurecuting

CCV tra	tra	tru - tran
CCO nqu	nqu	mp - ncu
VCVCV lity	ality	letting - ecity

There is no resemblance between the two words, the original and the one which is pronounced by the student. Kannada phonology becomes obstacle to the learner of English and it distracted the learning process of the students.

Listen:

Becomes litten
listten
liston
lisent

CVC	lis	lit	lis	lis
CVC	ten	tten	ton	ent

It is pronounced as above said pattern, which makes people to think of this kind of pronunciation is wrong one.

Tremble becomes troubl
truble
trambal
trribble

Pattern is;

CCV, tre tro, tru, tra, trr

CCCV mble, bl, ble, ball, ibble.

It is simple word but the Kannada speaker is unable to pronounce, it correctly.

Credulous becomes – crodeless
credulense
crrydore
crysued
credul

The pattern is

CCV – cre - cro, cre, crr, cry

CCV dul - del, dul, do, su, dul

VVC ous - ess, ense, re, ued –

It's meaningless utterance I found in my field research. Most of the students were unable to understand the real word.

Sentence Level Test

I have given them three different sentences to read : all the category students try to read and the result is as follows.

Sentence 1 : Indian opinion was getting more and more expensive.

SC Student : Indian **opening** was **grateing** more and more **xepressive** everyday.

II A. Student : India opinion was getting more and more expensive everyday.

Sentence II : A poet is one who can callforth the good latent in the human breast.

SC student : **He** poet is one who can callforth the good latent in the human breast.

II. A student : A poet is one who can callforth the good **litan** in the human breast.

Sentence – III : To allow a man to believe a thing which one has not fully verified is to compromise truth.

SC Student : To **hallow** a man to believe a thing which one has not fully verified is to compromise truth.

II A: To allow a man to believe a thing which one has not fully verified is to compressive truth.

Paragraph

Five score year ago, a great American in whose symbolic shadow we sand today, signed the emancipation proclamation. This momentous decree came as great beacon of light or hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous day break to end the long might of their captivity.

Five becomes **few** – SC student

Symbolic – **Symlecal** - SC student

Signed – **Singged:** SC student

Emancpation – **Emcomated**- SC student

Flames – Films - SC student

Joyous – **Juice** - SC student .

Similarly – II B student pronounced certain words as:

Signed – **Sigged**

Emancipation – **Immanisipet**

Student belongs to category - II A

Signed – **Signad**

Emanciapation – **Mancipet**

Proclamation – **provelmation**

Slaves – **Slawe**

Beacon – **Becan.**

A different kind of English variety is found in different part of the rural areas. English language as second language introduced from the Vth standard. The teacher who introduced language to those innocent student as non-English speaker. He tries to teach them through Kannadified English or Tamilified or even Hindified English. All regional languages overshadow their phonology on English. Hence, we cannot find an authentic Phonology of English anywhere in rural India. A mixture of regional language and English can be seen.

My attempt to find out the Phonological interference of Kannada speakers learning English is a most important survey I have undertaken. It is purely based on the field work. I have tried here to analyse what is wrong in their pronounciation. I would like to conclude my findings in next chapter.

4

Conclusion

Acquisition of a good pronunciation form an important part of language learning, especially if the learner is expected to learn the language, firstly acquire capacity to recognize reality without any error, the various speech sounds in language learning. Secondly he must acquire capacity to produce them with the help of own vocal organs. Thirdly he must acquire the capacity to produce the individual speech sounds he has learnt in sequences.

The most fundamental question pertained to language learning is, What is the basis for language learning? How is a language learnt? etc.,

According to Skinner. " Language as a verbal behaviour in no way differs from other forms of human behaviour and the general learning mechanisms characterized by the putative S.R. conditioning theory can be extended to language learning also. He presumes 'Operant' 'Conditioning' to be the process believed language learning.[1] It is most significant in learning second language. Where as Bloomfield says", language as a system of formal operations subjected to classification at different levels as Phoneme, Morphemes, Words and Word-classes and Sentences and Sentence types."[2] Similarly Chomsky thinks that; 'human child must begin life innately endowed with a small set of linguistic universal or universal

1. K. Ramaswamy and Ramani Compatibility of language use in school level text books 1986, CIIL, Mysore.
2. Ibid., p. 4.

grammar, which provides an interpretive scheme to which any particular language must confirm.[3] On the basis of these definitions and my field survey, I found some of the problems of learning English language at rural areas and in the urban area too. Following are the findings.

Findings:

1. Lack of (F_1) First language learning
2. Language teachers are not teaching language and it's structure as well as grammar.
3. Scarcity of trained teachers
4. Poverty of the learners
5. Environment
6. Scholars availability
7. Lack of facilities
8. Irregularity of the students
9. Kannada speakers take it for granted the pronunciation of the target language
10. Bias developed among the students regarding English language
11. Psychology developed among them regarding the English language.
12. There is no proper infrastructure available at the learning centre, buildings, classrooms, black board, water, hygienic environment play ground.
13. Rural children facing many difficulties are as followed.
    (a) Buses are available morning and evening
    (b) Student waste his time at bus stop

1. Ibid. p. 5.

(c) He will be getting tired in journey and waiting for bus

(d) Parents ask him to do house hold work in mean time

(e) Acute shortage of power supply during night

(f) Social and cultural pressure

(g) Parents consume alcohol and quarrel

(h) Unavailability of text books in time

(i) Poor reading skill and teaching skill pushing them asunder.

14. Problems in Urban Areas:

(a) Power cut

(b) Hostel are not hygienic

(c) Food supplied is not sufficient with calories

(d) Poverty of the parents

(e) Psychological problems

(f) Lack of hard work among the students

Recommendations

I have taken this minor research project, after my field work experience I would like to recommend the following findings to implement. So the Kannada speaker can learn good English.

1. English must taught as English
2. A trained teacher who knows the Phonology and linguistic features of language must be appointed to teach English
3. A teacher must understand the peculiarity of English language such as

(a) English is a language which has receptivity – It has borrowed a large numl of words from other languages.

(b) It has a fixed word order

(c) The difference between pronunciation and spelling pattern is the basic feature of English language.

(d) It is a most ambiguous language

4. In India English is taught through the regional languages. It should be stopped

5. Students stop appreciating those who teach English in Kannada language

6. Students try to learn English which can be understood by the people.

7. Student must learn English pronunciation

For Example:

/hour/ / ouər/

*

/Car/ / kar/

*

/walk / wak/

/Colonel/ /Kurnəl/

He must be particular regarding English pronunciation.

8. English language and its structure must be concentrated.

9. A teacher who teaches English must know Phonology of English and Phone, Phoneme of English language.

10. Lastly I would like to recommend syllabus of English language must be learner friendly.

There are many linguists who have studied the gray areas of English learning in Karnataka. My analysis is a small attempt to explore the realties of learning " Phonological Interference of Kannada Speakers Learning English" gives a graphic picture of second language learners problems. It is demarked as; scheduled caste, category,

general merit as one bunch. Rural, backward district and SC/ST dominated areas as second bunch. Many reasons have been suggested to improve their English language and many reasons are found why they are lagging behind in learning English language. English teaching and learning condition is miserable in rural Karnataka. The education system itself has some problems. Good education is just out of reach of the poor and downtrodden. Landless and poor farmers conditions are terrible in India so how can they afford good education for their children. English convents, CBSE, ICSSR, State English schools providing good English language teaching and learning ambience to the students. Back ward areas where single teacher plays many roles how can he teach good English. As far as concerned to English learning at rural, backward areas and places of downtrodden are settled, a special care must be taken.

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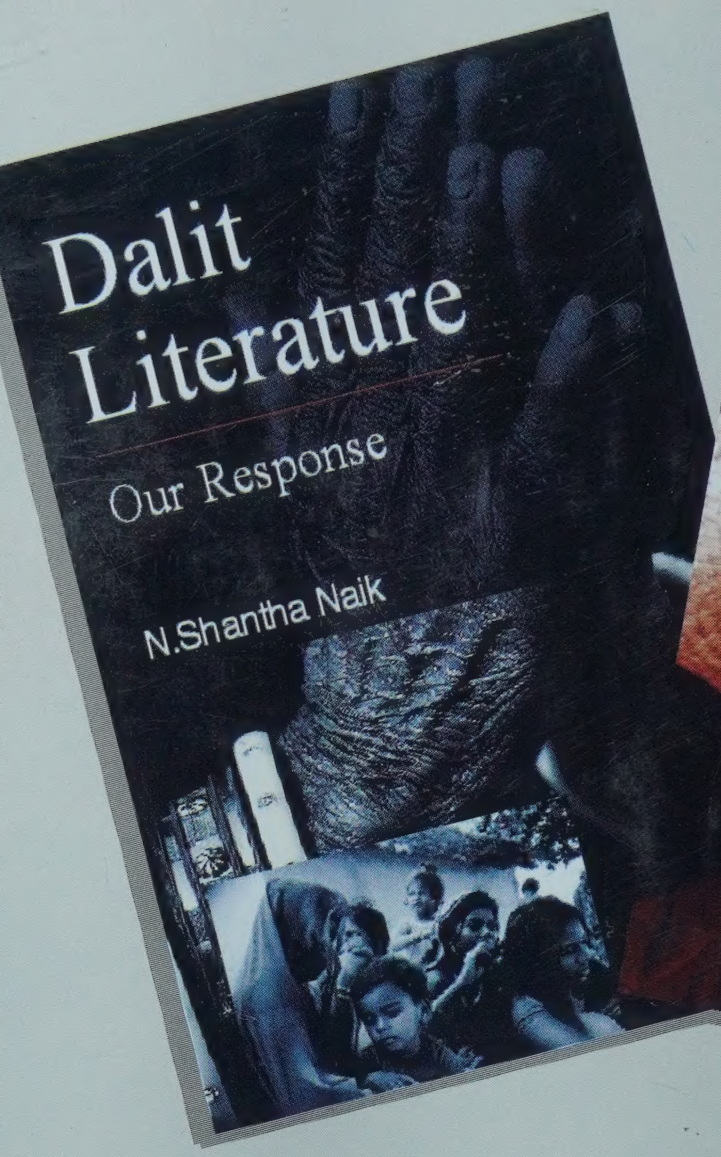
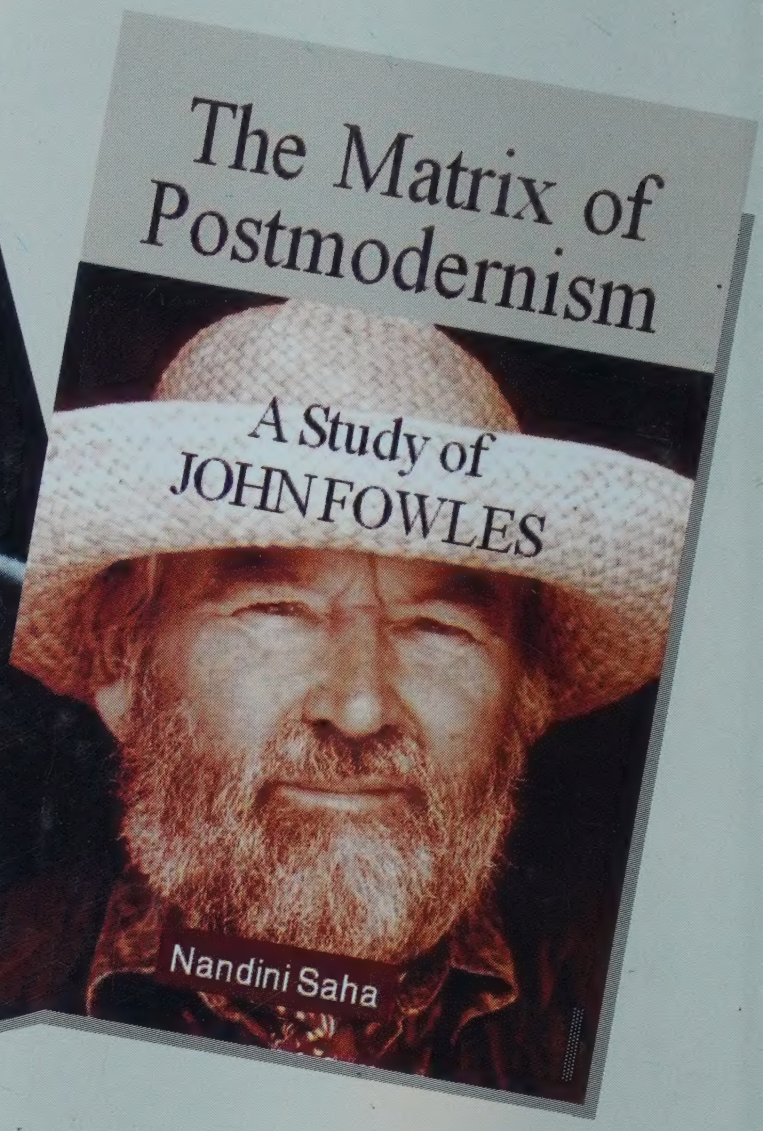
Rs. 200

ISBN-978-81-7625-843-2
2012, Size-Demy, Pp. 59+12+Index





Jacket Design by J.M.S. Rawat

Sarup Book Publishers Pvt. Ltd.

4740/23, ANSARI ROAD, DARYA GANJ, NEW DELHI-110002
PHONES: 23281029, 23244664, 41010989
FAX: 011-23277098
e-mail: sarupandsonsin@hotmail.com
website: www.sarupbooks.com

ISBN 978-81-7625-843-2

Rs. 200